

A collaborative consultant with

- a. Skills in effective communication
- b. Skills in evaluation and assessment
- c. Skills in problem-solving and decision-making

Every leader is a consultant, and, as such, is expected to understand and demonstrate, in both written, verbal, and non verbal formats, the principles of effective communication, evaluation and conflict management within and between various cultural, racial and special interest groups.

A reflective researcher with

- a. Skills in reading and evaluating research
- b. Skills in conducting research
- c. Skills in reporting research

Every leader is a researcher on some level, and, as such, is expected to understand and demonstrate the following:

- Appreciate the value of research for decision making
- Know the logic and process of scientific inquiry
- Explain major research methodologies
- Critique the adequacy of research reports
- Formulate empirically-driven research problems
- Conduct literature reviews using electronic sources
- Relate research to the body of knowledge in leadership or professional field
- Select appropriate research designs
- Explain standards for data collection
- Conduct basic data analysis
- Adequately communicate research findings

A scholar with a

- l. Working knowledge of ethics and persons/professional development
- m. Working knowledge of philosophical foundations
- n. Working knowledge of theories of learning and human development
- o. Working knowledge of theories of leadership and management
- p. Working knowledge of social systems, including family dynamics, community structures and global development
- q. Working knowledge of technology and its application

Every leader is a scholar on some level, and, as such, is expected to understand and demonstrate the following:

- Self-reflection and practice of harmonious integration of spiritual, mental, physical and social aspects of life.
- Foundational principles of philosophy including a critical understanding, from a Christian perspective, the assumptions of different worldviews wherever they are expressed as well as the historical development of leadership.
- Fundamental concepts of learning theory and human development.
- Practical aspects of leadership theory, with special reference to the theory of servant leadership.
- Conceptual framework within which social systems operate.
- Effective use of technology for professional communication, training and research.

Basic Competency Requirements for the MA degree.

Completion of the MA in Leadership is achieved only after competence is demonstrated in each of 10 competencies, which represent a subset of the competencies listed for doctorate. For the MA degree there is a core set of six competencies plus a selection by the participant of an additional set of four competencies which add up to the minimum of ten competencies that must be demonstrated by portfolio. The core competencies are listed below. Since they are drawn from the list shown for the doctorate in Leadership, the description of the competencies can be read in the list presented above.

The participant would then choose from the remaining 14 competencies those that would be appropriate for the focus that is desired. Of the 10 competencies required and selected, the participant will achieve “distinguished” competence in at least one of them, “proficient” competence in at least 5, and at least “emerging” competence in all of those remaining. (See the Leadership program handbook for a description of competency level indicators.)

The participants would prepare an Individual Development Plan (IDP), which becomes his/her course of study. The course of study would translate into at least 36 semester credits. Completion of the program would be by submission of an approved research project and by comprehensive evaluation.

- 1b Skills in various learning strategies, including group processes.
- 4a Skills in organizational development, management and allocating resources.
- 5a Reading and evaluating research.
- 6b Working knowledge of philosophical foundations.
- 6d Working knowledge of theories of leadership and management.
- 6f Working knowledge of technology and its application to leadership.

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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- Sheryl Gregory
- Jimmy Kijai
- Frederick A. Kosinski, Jr.
- Jerome D. Thayer
- Dennis Waite

Clinical Faculty

- Margaret D. Dudley
- M. Lloyd Erickson

Emeriti

- Wilfred G. A. Futcher
- Thesba N. Johnston
- Marion J. Merchant

Academic Programs	Credits
MA: Master of Arts	
Community Counseling	48
Educational and Developmental Psychology	30
School Counseling	48
EdS: Educational Specialist	
School Psychology	69
EdD: Doctor of Education	
Educational Psychology	90
PhD: Doctor of Philosophy	
Educational Psychology	90
Counseling Psychology	92

MISSION STATEMENT

The mission of the Department of Educational and Counseling Psychology is to

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.

ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the

following program areas in the Department of Educational and Counseling Psychology at Andrews University:

- Community Counseling (MA)
- School Counseling (MA)

MASTER OF ARTS PROGRAMS

Master of Arts Degree Requirements

- The general requirements for admission to MA programs in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- Students must submit GRE scores prior to consideration of regular admission.
- Students wishing to enter either of the counseling programs described below must apply both to the university and to the Department of Educational and Counseling Psychology.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the Community Counseling and School Counseling programs, students must begin class work during summer or autumn semesters. These 48 credit programs may be completed in two years of full-time study.
- The 30 credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the Counseling programs are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the university's Counseling and Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first quarter. Continuation in the Community Counseling and School Counseling programs is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counselor.
- A 600-hour supervised internship is required in both the Community Counseling and School Counseling programs. Usually the student is placed in an approved agency or school for 20 hours per week for 30 weeks.
- Students planning further graduate work are encouraged to include EDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

MA: Community Counseling

The Community Counseling curriculum prepares students for counseling in such non-school settings as community mental-health centers, career-counseling centers, family-counseling centers, and pastoral-counseling situations.

MA DEGREE REQUIREMENTS

Common Core—33

EDFN500, EDPC520, 554, 627, 629, 635, 638, 640, 644, 645, EDRM505

Clinical Instruction—9

EDPC650, 655

Electives—6

TOTAL credits for MA degree—48

Continuation in the Community Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a counselor.

Students who wish to pursue limited licensure as a psychologist in the State of Michigan at the MA level should consult with their adviser before formulating their programs.

MA: School Counseling

The School Counseling curriculum prepares students for counseling in elementary, secondary, and higher educational settings, including professional work in counseling, testing, career development, guidance leadership, and residence-hall administration.

The program includes the course work and experiences required for endorsement as a school counselor or comprehensive school program director. Students working toward certification as K–12 school counselors should consult with the director of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school-counselor endorsement.

MA DEGREE REQUIREMENTS

Common Core—30

EDFN500, EDPC520, 535, 554, 635, 638, 640, 644, 645, EDRM505

Specialty Area—6

EDPC540, 545

Clinical Instruction—9

EDPC650, 655

Electives—3

TOTAL MA degree credits—48

Continuation in the School Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a school counselor.

Students who already possess a master's degree and wish to qualify for certification as school counselors should consult with the director of the School Counseling program.

MA in Educational and Developmental Psychology

Educational and developmental psychologists are involved in the following settings: community programs for young children, adolescents, or the elderly; family life education; training programs in business and industry; early childhood education programs; special education centers; research related to schools and to human growth and development; the construction, administration, and evaluation of tests; student residence-halls directors; and classroom teaching at elementary, secondary, and higher education levels.

This curriculum provides the foundational requirements for the EdS in School Psychology. Students who wish to qualify for school psychologist licensure should consult with their adviser before formulating their program.

Each student in the Educational and Developmental Psychology program selects an emphasis in either educational or developmental psychology.

MA DEGREE REQUIREMENTS

Psychology—18

EDPC514; 515 or 520; 525 or 540; 516, 616, or EDRE678

Research and Foundations—6

EDPC540, 545

Electives—6

A course in instruction must be included at either the undergraduate or the graduate level.

- Developmental Psychology emphasis students must take one additional course in development.
- Educational Psychology emphasis students must take EDPC644.

TOTAL MA degree credits—30

The student and adviser plan a professional sequence of experiences in accordance with the student's professional objectives and the general requirements of the MA degree.

For students interested in family-life education, the sequence in Developmental Psychology can be structured to meet the course requirements for the Family Life Educator Certificate from the National Council on Family Relations or from Family Life International. The student's adviser assists in planning the appropriate sequence of courses. This certificate also requires actual job experience in family-life education following graduation. The student is responsible for acquiring appropriate experience, completing all requirements, and applying for the certificate.

Continuation in the Educational and Developmental Psychology program is based upon a periodic review by the department of the student's academic performance and personal qualifications as an educational or developmental psychologist.

EdS: School Psychology

The EdS in School Psychology provides training for a professional career as a certified or licensed school psychologist. EdS-level school psychologists work primarily in public and private-school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional, and behavioral problems.

Admission. In addition to meeting the general requirements listed in the Graduate Programs and Academic Information portions of the Admission and Academic Information sections of this bulletin, students applying for admission to the Educational Specialist degree in School Psychology must earn sufficient graduate or undergraduate credits in general psychology, educational psychology, and educational philosophy. To remedy a deficiency in one or more of these areas, courses may be taken for graduate credit but do not necessarily apply toward the degree.

EdS DEGREE REQUIREMENTS

Psychological Foundations—8

EDPC516, 525, 625, 640, PSYC450 and either EDPC515 or 520

Professional Core—30

EDPC540, 618, 635, 654, 656, 659, 665, 672, 810.

Interdisciplinary Area—6

EDTE476, EDC1565

Educational Foundations—6

EDFN500, 514

Research/Statistics/M Measurement—9

EDPC644, EDRM505, 611

TOTAL EdS degree credits—69

Students wishing to pursue preliminary certification as a school psychologist in the State of Michigan while obtaining an EdS degree should consult with their adviser before formulating their programs.

Certification requires a 1200-hour supervised internship meeting approved minimal standards as set by the National Association of School Psychologists (NASP) and National Council for Accreditation of Teacher Education (NCATE). Usually School Psychology interns work 30 hours per week for one school year (approximately 40 weeks) under the supervision of a fully certified or licensed school psychologist.

Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a school psychologist.

DOCTORAL DEGREE PROGRAMS

General admission requirements for doctoral degree programs in the School of Education are stated in the Graduate Programs and the Academic Information portions of the Admission and Academic Information sections of this bulletin. In addition to these requirements, applicants for admission to doctoral programs in the Department of Educational and Counseling Psychology must complete an interview with the department chair, at least one other faculty member of the department, and the director of the program to which the individual is applying. Additional requirements for admission to the Department of Educational and Counseling Psychology are listed under the separate program descriptions which follow.

The student may choose an emphasis in Counseling Psychology (PhD only) or Educational Psychology (EdD or PhD).

Doctoral Degree in Counseling Psychology

The PhD in Counseling Psychology prepares students for the practice of counseling psychology in schools, colleges, agencies, hospitals, churches, businesses, industries, and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice.

Admissions. Students entering the PhD program in Counseling Psychology should have a master's degree in counseling or a related field.

An applicant with an outstanding academic record may enter without a master's degree, providing the applicant has an undergraduate major in psychology and a satisfactory GPA, and presents satisfactory scores on both the GRE General Test and the Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree in which case students may be asked to terminate at the master's level if they do not demonstrate ability to continue toward the doctoral degree. The student who chooses to receive a master's degree en route to the doctoral degree and the student who is asked to terminate at the master's level takes the MA comprehensive examinations. The student who proceeds directly to the doctoral degree is not required to take the MA comprehensive examinations.

When entering the program from the undergraduate level will be required to have

introductory courses in the following areas: statistics, learning theories or educational psychology, life-span human development, and psychology of abnormal behavior. When entering the program from the graduate (master's) level, the following prerequisites or their equivalent are required: EDPC514, 520, 635, 638, 644, 650, and EDRM505, 611.

PhD COURSE REQUIREMENTS

Psychological Foundations—18

EDPC620, 625, 640, 680, or PSYC450, EDPC629 or 676, 516 or 616

Professional Studies—39

EDPC554, 645, 656, 657, 658, 686, 687, 737, 745, 820, 835; and *two of the following*:

EDPC622, 688, 689

Educational Foundations—6

EDFN500, and a course from one of the following areas: historical, philosophical, sociological, or theological

Research/Statistics/Measurement—12

EDRM605, 612, 613, 710, 880

Pre-dissertation research project (0-4)

May be fulfilled by one of the following:

- Approved MA Thesis
- EDPC740
- Approved joint research project with faculty member

Dissertation—14

EDPC899

Electives—3

TOTAL PhD degree credits—92

A 2000-hour supervised internship is required. Students apply through the Association of Psychology Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year.

Continuation in the Counseling Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counseling psychologist.

Doctoral Degree in Educational Psychology

The Educational Psychology concentration (EdD or PhD) prepares individuals for educational psychology positions or for the professional practice of school psychology. The educational psychology focus prepares college and university instructors in the areas of human development, personality, learning and instruction, measurement, statistics, and research design. Educational psychologists also work in schools, businesses, industries, and various human-development settings.

The school psychology focus prepares individuals for a professional career in school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional, and behavioral problems. Certification/licensure as a school psychologist is advisable for the school psychology focus. If certification has not been met prior to enrollment in the doctoral program, the student and adviser

can plan a sequence of additional courses which will meet this requirement. See the description of the EdS in School Psychology for Michigan certification requirements.

Supervised field experiences in appropriate schools, colleges, agencies, or hospitals are required in both areas of emphasis. In each case, the student's program is planned after a careful evaluation of his/her goals, background of study, and personal experience.

EdD/PhD DEGREE REQUIREMENTS

Professional Core—18-22

EDPC516, 622, 676, 680, 736, 834; basic course in human development (3-4 credits)

Focus—Educational or School Psychology—17-20

Educational Psychology
EDPC514, 644, 645
electives (8-11 credits)

or

School Psychology
School Psychology certification/
licensure EDPC635, 650, 686,
electives (8-11)

Interdisciplinary Area—9

Educational Psychology Focus

By advisement according to student's professional goals.

School Psychology Focus

Educational Administration and/or Instruction.

Educational Foundations—6

EDFN500 and a course from one of the following areas: historical, philosophical, sociological or theological

Research—14-30

Prerequisite: EDRM611 or an undergraduate statistics course
EDRM505, 604, 710, 880; 612, 613 (PhD only), 710

Pre-dissertation research project (0-4 credits)

May be fulfilled by one of the following:

- Approved MA Thesis
- EDPC740
- Approved joint research project with a faculty member

Electives—3-16

Dissertation—16

TOTAL EdD/PhD degree credits—90

Continuation in the Educational Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as an educational school psychologist.

Courses

(Credits)

See inside front cover for symbol code.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

EDAL520

(was EDAD520)

(2-3)

Foundations of Educational Leadership

A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational

administration and leadership. <i>Fall, Summer</i>					
EDAL545 (was EDAD545) Seminar in Grant Writing Considers planning and proposal writing as an ongoing process in any organization. Focuses on the short- and long-term-planning process involved in preparing funding proposals based upon community needs. Includes a grant proposal project. May be graded S/U. <i>Summer</i>	Alt (3)	EDAL664 (was EDAD664) Elementary School Leadership The role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of small schools. Prerequisite: EDAL520. <i>Fall, Alternate Summers</i>	(3)	EDAL680 (was EDAD680) Field Work in Educational Administration A supervised lab or administrative field work in educational institutions, agencies, or school districts. Permission of supervisor and plans required in advance of registration. May be graded S/U. <i>Fall, Spring, Summer</i>	(1-3)
EDAL560 (was EDAD560) Legal Aspects of Education Legal issues affecting teachers and educational administrators, including governmental relations, church-site issues, teacher employment, student control, and school-board operations and procedures. <i>Fall, Alternate Summers</i>	(3)	EDAL665 (was EDAD665) Secondary School Leadership See description under EDAL664. Also includes office management and auxiliary services. Prerequisite: EDAL520. <i>Fall, Alternate Summers</i>	(3)	EDAL690 (was EDAD690) Independent Study in _____ Permission of adviser and instructor required. May be graded S/U. <i>Fall, Spring, Summer</i>	(1-3)
EDAL570 (was EDAD570) Principles of Educational Supervision Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques. <i>Spring, Alternate Summers</i>	(2)	EDAL667 (was EDAD667) Leadership in Higher Education Focuses on the work of the administrator in higher education; objectives, organization, leadership in visioning and strategic planning for academic, business, student, and developmental activities in higher education. <i>Fall, Alternate Summers</i>	(3)	EDAL699 (was EDAD699) Thesis Must be repeated up to 3 credits. Graded S/U. <i>Fall, Spring, Summer</i>	(1-3)
EDAL635 (merges EDAD530, 630) Human Resources Administration Personnel services; policy for certified and non-certified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators. <i>Spring, Alternate Summers</i>	(3)	EDAL668 (was EDAD668) Leadership in School Systems The leadership of the superintendent of schools and director of education. Includes the objectives, organization, and administration of different levels of public, Seventh-day Adventist, and other private-school systems: dynamic change agent. <i>Spring, Alternate Summers</i>	(3)	EDAL720 (was EDAD720) Advanced Educational Leadership A seminar in the study of leadership and administrative theory development. Includes concept formation in such areas as organization, structure, power, control, communication systems, strategic planning, and application of theory to problems in educational administration and other similar fields. Prerequisite: EDAL520 or equivalent. <i>Spring, Alternate Summers</i>	(1-3)
EDAL645 (merges EDAD540, 640) Educational Finance and Marketing Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, budgeting, and the organizing and maintaining of the fiscal and physical resources of school systems; elements of marketing an educational institution including mission statement, target market, image, position, the market mix (product, price, place, and promotions), fund-raising, and alumni relations. Prerequisite: EDAL520 or permission of instructor. <i>Fall, Summer</i>	Alt (3)	EDAL670 Information Management Technology in Education: Administration Philosophical basis for technology usage in schools and school systems to enhance learning; survey of contemporary technologies appropriate to the educational setting and cost-benefit analysis of various systems; development of an instructional technology plan (ITP); ethics of technology usage. Prerequisite: EDAL520 and computer literacy or permission of instructor. <i>Fall, Summer</i>	(1-3)	EDAL824 (was EDAD824) Seminar in Educational Leadership Current issues and problems in educational administration and leadership; techniques of administrative control; selected topics in educational leadership. May be graded S/U or A-F. Admission limited to post-master's students. <i>Fall</i>	(2-3)
EDAL648 (was EDAD648) Workshops Graded S/U.	(Variable)	EDAL674 (was EDAD674) Administration of Student Services Objectives, organization, and administration of student services such as student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records. <i>Spring, Alternate Summers</i>	(3)	EDAL886 (was EDAD880) Internship in Educational Administration A planned administrative field experience/internship in a school, school district, or educational agency; a practical or creative project dealing with an actual educational situation in an educational institution under supervision of a faculty member in the area of administration. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable. <i>Fall, Spring, Summer</i>	(1-9)
EDAL660 (merges EDAD550, 655) Planning and Operating Educational Facilities (K-20) The planning of educational facilities includes buildings, equipment, and sites as influenced by educational philosophy need and financial resources available; features of good school plants and their management; a comprehensive study of educational-facilities planning as related to preliminary development plans and long-range master planning of educational facilities/campuses. <i>Spring, Alternate Summers</i>	(3)	EDAL676 (was EDAD676) Administration of Academic Services Objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources. <i>Spring, Alternate Summers</i>	(3)	EDAL887 (was EDAD887) Applied Administrative Research A planned administrative research experience under the supervision of a faculty member in the Department of Teacher Education. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable to 9 credits. <i>Fall, Spring, Summer</i>	(3)
		EDAL677 Seminar in Departmental Supervision and Professional Development Multiple approaches for effectively supervising the workplace for maximization of human resources; provides opportunities for personnel to plan and experience professional growth.	Alt (1-3)	EDAL888 (was EDAD888) Dissertation Continuation Reduced tuition rate applies. <i>Fall, Spring, Summer</i>	(0)
				EDAL899 (was EDAD899) Doctoral Dissertation To be repeated to 14 credits. Graded S/U. <i>Fall, Spring, Summer</i>	(1-14)

CURRICULUM AND INSTRUCTION

- EDCI547** (3)
Foundations of Curriculum Development
The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Basic to other courses in curriculum and instruction. *Fall, Summer*
- EDCI552** (2, 3)
Curriculum: _____
Curriculum design to aid educators concerned with the analysis, development, and improvement of curriculum at specific school levels. Prerequisite: EDCI547 or permission of the instructor. *Spring, Summer*
- EDCI565** (3)
Improving Instruction
Designed to increase the teaching repertoire of teachers and other instructional leaders interested in improving instruction. The power and usefulness of several teaching models are presented. Students develop their ability to reflect on their own teaching performance and provide effective feedback and support to others. *Spring, Summer*
- EDCI569** (3)
Diagnostic Techniques in Literacy Instruction
Designed for those who wish to become corrective- and remedial-reading specialists and are concerned with techniques, materials, and procedures useful to teachers and reading specialists in diagnosing reading difficulties. Lab required. Prerequisite: EDTE420. *Spring, Alternate Summers*
- EDCI570** (3)
Advanced Literacy Intervention & Remediation Strategies
Methods and materials for literacy instruction to prevent or remediate reading disabilities. Requires scheduled lab to earn credit for this course. Prerequisite: EDTE420. *Fall, Alternate Summers*
- EDCI607** (1-2)
Curriculum: _____
Such topics as Designing Integrated Curriculum, Story Path, Organizing Curriculum for the Multi-age Classroom, Designing and Using Learning Center, Curriculum Tools for Christian Teachers, Peace Studies. *Repeatable by topics.*
- EDCI610** (3)
Adult and Non-formal Education
Study and practice of the training process in adult and non-formal environments. The ability to understand, organize, and evaluate curricula in non-formal settings emphasized. Literacy and distance education issues examined.
- EDCI611** (3)
Development and Implementation of Training Programs
Implementation of training programs emphasizing adult learners. Includes the planning of a field-based implementation project. Prerequisite EDCI610.
- EDCI617** (1-2)
Instruction: _____
Such topics as Brain-based Learning, 4-MAT, Developmentally Appropriate Instruction,
- Teaching for Multiple Intelligences, Leadership in the Multi-age School, Training Applications. *Repeatable by topics.*
- EDCI620** (2,3)
School Improvement and Change
Theoretical and applied study of curriculum change and organizational development in schools. Variable credit offered based upon the number of topics/areas examined. *Spring, Summer*
- EDCI627** (1-2)
Literacy: _____
Such topics as Developing a Writing/Reading Workshop, Literacy with ESL Learners, The Power of the "Community" in Early Literacy Instruction, Strategies to Build Reading Comprehension. *Repeatable by topics*
- EDCI636** (3)
Program Evaluation
Systematic procedures and models used to assess needs, planning, implementation, and to students pursuing topics in education. impact. Prerequisite: EDRM505 or equivalent. *Fall* (odd years), *Summer* (even years)
- EDCI637** (1-2)
Technology: _____
Such topics as Integrating Technology into the Curriculum, Trends and Issues in Educational Technology, Internet in the Classroom, Computer-assisted Instruction Applications, Web-based Learning. *Repeatable by topics.*
- EDCI645** Alt (2)
Advanced Diagnosis & Educational Therapy in Reading
Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDCI570. *Summer*
- EDCI646** Alt (2)
Problems in Reading
Reading problems and research considered. Emphasis given to resolving problem areas. Research encouraged for solutions to problem areas. Provides an opportunity to study special topics and current concerns. Permission from adviser required before registration. *Spring*
- EDCI647** (1-2)
Diversity: _____
Such topics as Conflict Resolution and Anger Management, Involving Parents in the School, Creating a Classroom for Diverse Learners, The Inclusive Classroom. *Repeatable by topics.*
- EDCI648** (variable)
Workshop
- EDCI655** (3)
Curriculum Development Research
Empirical and critical examination of principles, problems, and procedures in the development of a field-ready curriculum. Prerequisites: EDCI547 and EDCI552, or permission of instructor. Major term project is the preparation of an instructional product. *Spring*
- EDCI665** (1, 2)
Advanced Instructional Models: _____
Introduction and practice of advanced teaching strategies that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisite: EDCI565 or EDTE457 or EDTE459. *Summer*
- EDCI665 (option) (was EDCI550)** (1, 2)
Advanced Instructional Models: Writing Process Methods
Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum. *Spring, Alternate Summers*
- EDCI676** (2)
(replaces EDCI475 and EDCI486)
Technology for Learning
The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI637 for additional topics)
- EDCI680** (1-3)
Field Work: _____
Supervised curriculum and instruction experiences in approved educational institutions and agencies. Offered in such areas as Elementary, Middle/Secondary, K- 12, or Higher Education. Permission of supervisor and plans required one semester in advance of registration. *Fall, Spring, Summer*
- EDCI680 (option) (was EDCI504)** (1-3)
Field Work in Reading: Elementary or Secondary
A practicum for reading majors under the direction of reading specialists. Offered at either the elementary or secondary specialization area. Permission from adviser required before registration. *Fall, Spring, Summer*
- EDCI689** (1-4)
Seminar: _____
Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students. Seminar: Portfolio; Seminar: Current Trends; Seminar: Assessment. *Fall, Summer*
- EDCI689 (option) (was EDCI564)** (1-4)
Seminar: Trends and Issues Literacy
An examination of current educational trends with emphasis on elementary, secondary, and college literacy instruction as it relates to history, philosophy, research, and current programs. *Fall, Alternate Summers*
- EDCI690** (1-3)
Independent Study: _____
Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited Prior approval by the adviser and instructor. *Fall, Spring, Summer*

- EDCI730** **Alt (3)** post-modernism on education, psychology, and religion. Preferably taken in the first year of any graduate program in the School of Education.
- Curriculum Theory**
The examination of philosophical and theoretical underpinnings to educational issues with emphasis upon students' doctoral areas of emphasis. Includes students' presentations of theoretical rationales in a seminar format. *Summer*
- EDCI699** **(1-3)** **Thesis**
Fall, Spring, Summer
- EDCI756** **(1-3)** **Advanced Studies:** _____
Advanced studies of the knowledge base of a given area of study includes a comprehensive search of the literature. Offered in the following areas: Elementary, Middle/Secondary, K-12, or Higher Education. Repeatable with different topics. Prerequisite: undergraduate major or minor, graduate work in specific discipline, or permission of instructor.
- EDCI799** **(1-6)** **Advanced Project:** _____
This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance.
- EDCI886** **(1-8)** **Internship:** _____
Students, under the supervision of a faculty member in the area of Curriculum and Instruction, intern in responsible positions with curricula specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the supervisor and plans required one quarter in advance of registration. May be repeated or combined with EDCI885 for a total of 8 credits.
- EDCI887** **(1-8)** **Applied Research:** _____
Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.
- EDCI888** **(0)** **Dissertation Continuation**
Fall, Spring, Summer
- EDCI889** **(1-3)** **Advanced Seminar**
Examination of topics presented by students organized around their areas of scholarship. Presentations may encompass a portion of students' comprehensive examination and dissertation experiences. *Fall, Spring, Summer*
- EDCI899** **(1-16)** **Doctoral Dissertation**
Fall, Spring, Summer
- FOUNDATIONS**
- EDFN500** **(3)** **Philosophical Foundations of Education and Psychology**
Examines philosophical and theological bases of major Western worldviews and, from a Christian perspective, critiques the impact of naturalism and
- EDFN505** **(1-2)** **Comparative Education**
The major educational systems of the world with emphasis on interrelationships. Approaches to common problems and some problems unique to each.
- EDFN510** **(1)** **Principles of Field-based Learning**
An exploration of the mind-set and an introduction to the technologies that facilitate and support field-based learning. On- and off- campus students acquire skills that (1) expedite the successful completion of program requirements, and (2) prove invaluable as tools for future professional activities. Portfolio development is also introduced. This course cannot be used to fulfill foundations requirements.
- EDFN514** **(2)** **(merges EDRE514 Theological Foundations of Family Life Education & EDRE676-08 Topics: Family Ethics)** **Theological and Ethical Foundations of Family Life**
Investigates theological foundations and ethical responsibilities in marriage and family life including biblical themes and issues raised by contemporary cultural, socioeconomic and technological change. Meets requirements for Family Life Educator Certificate: Theological Foundations of Family Life module and Family Ethics module.
- EDFN517** **(2)** **History of Seventh-day Adventist Education**
Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.
- EDFN530** **(2)** **Teaching Ministry of Jesus**
Against a backdrop of Jewish, Greek, and Roman education, the authority, mission, content, discipline, teaching acts, and methodology of Jesus are studied.
- EDFN554** **(2-3)** **History of Education**
Educational development from ancient times to the present. The Judeo-Christian educational tradition in relation to secular influences from Greco-Roman times to the modern day.
- EDFN607** **(2-3)** **Educational Philosophy**
An examination of educational philosophy through literature from ancient times to the present; the application of principles in the contemporary setting. Students are encouraged to develop a consistent, individual philosophy of education.
- EDFN636** **(2)** **Sociology of Education**
Study and application of sociological theory and knowledge to education and the learning process. Focus on the primacy of the family in the learning and education processes and the interdependence of
- the various educative institutions of society.
- EDFN688** **(1-2)** **(was EDRE688)** **Integration of Faith and Learning**
An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school.
- EDPC115** **(2)** **Academic Learning Assessment**
A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.
- EDPC116** **(2-6)** **Academic Development**
A tutorial application of the principles of academic success. Includes one-on-one, as well as group-learning experiences. Repeatable to 6 credits.
- EDPC301** **(3)** **Human Development**
An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.
- EDPC302** **(2)** **Educational Psychology**
Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.
- EDPC438** **(1-4)** **Workshop**
- EDPC499** **(1-3)** **Independent Study: Topic**
Repeatable. Permission of curriculum adviser and independent study supervisor required.
- EDPC514** **(2-3)** **Psychology of Learning**
The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. Prerequisite: Introductory course in general or educational/developmental psychology.
- EDPC515** **(3)** **Psychological Development—the Growth Years**
A holistic approach to human growth and development emphasizing the inter-relationships among the physical, cognitive, social, and emotional aspects of development from conception through adolescence. Examines cross-cultural parallels and differences and their implications for development.
- EDPC516** **(2-3)** **Psychology of Character Development**
A consideration of morals, ethics, and values in terms of contemporary psychology as related to character development in the person.

- Psychological factors in the religious experience.
- EDPC520** (2-3)
Psychological Development—The Life Span
A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity. *Spring*
- EDPC525** (3)
Psychology and Education of Exceptional Children
A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Prerequisite: A course in human development.
- EDPC535** (3)
Introduction to Counseling
Introduction to the counseling profession in school and community settings. Historical development, professional issues, and current trends in the counseling field, including an examination of Christian counseling models. The role and functions of counselors in varied settings are emphasized. *Fall*
- EDPC540** (3)
Behavioral and Emotional Problems of Children
Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans. *Fall*
- EDPC545** Alt (3)
Administration of Guidance Services
Acquaints students with the organization, administration, and coordination of the Comprehensive Guidance and Counseling Program. Students have the opportunity to develop curriculum materials for specific components of the comprehensive program and participate in community service-learning activities in Christian and public-school environments. *Spring*
- EDPC554** (3)
Career Development
An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers. *Fall*
- EDPC605** (2-3)
Psychological Development—Adulthood and Aging
Study factors influencing human development from young adulthood through old age. For 3 credits, the student also prepares a comprehensive term paper or applied project.
- EDPC613** Alt (2-3)
Psychological Development—Adolescent and Youth
Growth and development during adolescent and youth, with emphasis on implications for counseling and education. For 3 credits, student also prepare a comprehensive term paper or applied project.
- EDPC616** Alt (3)
Psychology of Religious Experience
- EDPC618** (3)
Seminar in School Psychology
An examination of the history and foundations of school psychology; legal, ethical and professional issues and trends in school psychology; roles and functions of the school psychologist.
- EDPC620** (3)
History and Systems of Psychology
The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals.
- EDPC622** (1-6)
Seminar on Special Topics
Repeatable to 6 credits. Repeatable with different topics.
- EDPC625** (3)
Biopsychology
A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.
- EDPC627** (3)
Professional Issues in Community Counseling
A survey of professional issues in community counseling including the roles, functions, and identity of community counselors, the organizational dimensions of community agencies, community needs assessment, consultation, outreach program development and client advocacy.
- EDPC628** Alt (3)
Seminar in the Psychology of Women
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.
- EDPC629** (3)
(was PSYC460)
Psychopathology: Classification & Treatment
Basic concepts of history, current paradigms, and assessment of psychology with special emphasis on American Psychiatric Association (APA) diagnostic classification system and counseling/clinical approaches to treatment. *Spring*
- EDPC634** (3)
Family Dynamics
Investigation of family processes in the context of current family-systems theory. The family-life cycle is identified with the problems that arise from normal transitions in family development and the opportunities for adaptive interventions. Structural changes such as divorce, single-parent, and reconstituted families considered, as well as sociocultural and ethnic-family variables.
- EDPC635** (3)
Theories and Techniques of Counseling
An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.
- EDPC638** (3)
Group Processes
Theory, research, observation, and personal experience in the behavior or individuals in small face-to-face groups. *Fall*
- EDPC640** (2-3)
Seminar in Multicultural Issues
Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.
- EDPC644** (3)
Psychological Testing
An introduction to measurement theory. Selection, administration, and interpretation of standardized test and non-standardized tools for the purpose of individual appraisal and assessment of ability, achievement, aptitude, interest, and personality.
- EDPC645** (2-3)
Professional Ethics for Psychologists
Ethical standards of counselors and psychologist, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.
- EDPC648** (1-5)
Workshop
- EDPC650** (3)
(merges EDPC641, 642)
Practicum in Counseling
Introductory experience in the counseling process. Students must complete a minimum of 100 clock hours, of which 40 must be in direct client contact. Prerequisites: EDPC635, 638,644, 8 weekly personal counseling sessions, and departmental approval. *Spring, Summer*
- EDPC654** (1-3)
Practicum in Educational/School Psychology
Supervised experience in school psychology or applied areas of educational psychology. A minimum of 40 clock hours of experience is required for 1 credit. Prerequisites: The completion of 15 credits in educational or school psychology and permission of supervision one semester in advance of registration. Repeatable to 3 credits.
- EDPC655** (1-6)
Internship in Counseling
Field placement in community or school setting. Requires a minimum of 6 credits for a total of 600 clock hours of experience, of which 240 must be direct client contact. Prerequisites: EDPC650 and departmental approval. Limited to students enrolled in MA in Community Counseling or School Counseling programs.
- EDPC656** (3-4)
Assessment of Children
Assessment of children from ages 6-18 years. Supervised practical experience is provided to acquire competency in the administration, scoring, and interpretation of individual test instruments for assessment and diagnosis of intellectual ability, developmental level, and emotional functioning. Lab required. Prerequisites: EDPC644 and EDPC515 or 520 or equivalent. Limited to counseling and psychology majors. School psychology majors—4 credits.

EDPC657 <i>Assessment of Adults</i> Training in the diagnosis of intellectual and personality characteristics of adults, including multicultural issues. Prerequisites: EDPC644, 676 or equivalent as approved by instructor, and a course in abnormal psychology. Limited to counseling and psychology majors.	(3)	multicultural issues. Prerequisites: EDPC650, 676. Open to counseling and psychology majors only.		in an approved agency setting. Must be repeated to 3 credits.
EDPC658 <i>Projective Testing</i> Theory and practice in the administration and interpretation of such projective techniques as the Rorschach, Thematic Apperception Test, and others. Prerequisite: EDPC676 and a course in abnormal psychology. Limited to counseling and psychology majors.	Alt (3)	EDPC688 <i>Group Therapy</i> Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. Prerequisite: EDPC638. Open to counseling and psychology majors only.	Alt (3)	EDPC834 Alt (2,3) <i>Seminar in Educational/School Psychology</i> Examines current issues and research in educational, developmental, or school psychology. Repeatable to 6 credits. Prerequisite: Completion of 16 credits in educational, developmental, or school psychology.
EDPC659 <i>Early Childhood Assessment</i> Assessment of children from birth to 6 years, identification of preschool children with developmental and educational problems, and practice in administering appropriate assessment instruments. Lab required. Prerequisites: EDPC644 or equivalent as approved by instructor and EDPC515 or 520 or equivalent. Limited to counseling and psychology majors.	Alt (3)	EDPC689 <i>Marital and Family Therapy</i> Introduction to marital and family therapy with emphasis on family systems, multicultural differences, theoretical models, family process, techniques, and professional issues. Prerequisite: EDPC650 or equivalent. Open to counseling and psychology majors only.	(3)	EDPC835 Alt (3) <i>Seminar in Counseling Psychology</i> Examines current ethical issues and research in the theory and practice of counseling psychology. Prerequisite: Completion of 24 credits in Counseling Psychology.
EDPC665 <i>Educational Assessment</i> The selection, administration, and scoring of individual and group standardized and non-standardized educational tests for screening, placement, and diagnostic purposes. Includes tests of ability, achievement, and performance. Lab required. Prerequisites: EDPC514,644, and EDPC515 or 520 or equivalent. Permission of instructor required.	Alt (2-3)	EDPC690 <i>Independent Study</i> Repeatable. Permission of instructor required.	(1-3)	EDPC888 (0) <i>Dissertation Continuation</i> Reduced tuition rate applies.
EDPC672 <i>Psychoeducational Consultation</i> A study of the process of consultation with emphasis on models, stages, and strategies used with individuals, groups, and organizations. Practicum required. Permission of instructor required. Limited to counseling and psychology majors.	Alt (3)	EDPC699 <i>Thesis</i> Must be repeated to 3 credits.	(1-3)	EDPC899 (1-16) <i>Doctoral Dissertation</i> To be repeated to 16 credits.
EDPC676 <i>Theories of Personality</i> Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.	Alt (3)	EDPC736 <i>Field Work in Educational Psychology</i> Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. Prerequisite: Completion of 21 credits in educational psychology and permission of field work supervision one semester in advance of registration. Open to educational psychology majors only.	(1-6)	RELIGIOUS EDUCATION
EDPC680 <i>Theories of Learning and Motivation</i> Examination of major theories of learning and motivation with emphasis on their philosophical foundations and application in education and counseling. Prerequisite: A course in educational psychology or learning theory.	Alt (3)	EDPC737 <i>Seminar in the Supervision of Counselors</i> Survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.	(2)	EDRE438 (1-3) <i>Workshop:</i> _____ Examination and application of principles and strategies in Religious Education. Repeatable. Graded S/U.
EDPC686 <i>Therapies for Children: Theory and Practice</i> A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of children in a multicultural context, with an emphasis on play therapy. Prerequisites: EDPC650 and the course in Child Development. Open to counseling and psychology majors only.	Alt (3)	EDPC740 <i>Applied Psychological Research</i> Supervised research on various issues related to school, counseling, and educational psychology; participation in on-going program of research. Prerequisites: EDRM505,611.	(3)	EDRE505 (3) <i>Leadership in Religious Education</i> A survey of the literature of religious education—with a focus on contemporary theoretical approaches to religious education—and an introduction to practical procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and the school.
EDPC687 <i>Therapies for Adults: Theory and Practice</i> A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including	(3)	EDPC745 <i>Practicum in Counseling Psychology</i> Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 50 clock hours of supervised experience. Repeatable to 6 credits. Prerequisites: EDPC650 and approval of the supervisor. Open to counseling psychology majors only.	(1-6)	EDRE510 (1-6) <i>Field Work:</i> _____ Supervised religious-education experience a chosen area of specialty, such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of adviser and fieldwork coordinator required.
		EDPC810 <i>Internship in School Psychology</i> Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours for EdS and 1500 hours for PhD or EdD, 600 of which must be in a school setting under the supervision of a certified school psychologist. The student must compete up to 6-8 credits. Prerequisite: Completion of EDPC654 and approval of internship coordinator.	(1-3)	EDRE630 (1-3) <i>Seminar:</i> _____ Group study in specified areas of Religious Education. Repeatable. Permission of adviser and instructor required.
		EDPC820 <i>Internship in Counseling Psychology</i> 2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents	(5-1)	EDRE645 (1) (was EDRE650) <i>Personal Spiritual Formation</i> An introspective and participatory course that focuses on the spiritual formation of the students themselves. Lab fee: \$10. Graded S/U.
				EDRE648 (1-3) <i>Workshop</i> Examination and application of principles and strategies in Religious Education. Repeatable. Graded S/U.
				EDRE655 (2-3) (merges EDRE676-01 and EDRE676-09) <i>Family Leadership and Change Strategies</i> An introduction to family life education, and the mission and methods of family life ministry within a leadership perspective. Meets requirements for Family Life Educator Certificate: Families in Society

module, and Family Life Education Methodology module.

EDRE657 (1-2)
(merges EDRE676-07 Family Law & Practice, EDRE676-05 Family Resource Management) *Contemporary Family Issues*

An introduction which identifies social problems affecting families and how family law and public policies relate to social services for children and families. Also seeks to impart an understanding of how families manage their resources over the life cycle. Meets requirements for Family Life Educator Certificate: Family Law and Public Policy module, and Family Resource Management module.

EDRE658 (1-2)
Family Dynamics

A study of family systems theory and its application to key issues in internal family dynamics. Meets requirement for Family Life Educator Certificate: Internal Dynamics of Families module.

EDRE659 (1-2)
(merges EDRE676-04 Interpersonal Relationships, EDRE676-03 Human Sexuality) *Interpersonal Relationships and Human Sexuality*

An understanding of the development and maintenance of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian's response to this God-given gift. Meets requirements for Family Life Educator Certificate: Interpersonal Relationships module and Human Sexuality module.

EDRE665 (2)
(was EDRE660) *Fostering Spiritual Growth*

Examines the contributions of theology and the social sciences to a theoretical understanding of spiritual formation and considers strategies to foster spiritual growth.

EDRE670 (2)
Cross-Cultural Non-Formal Learning

A philosophical and practical approach to teaching methodologies in diverse cultural, non-formal settings, with special consideration given to literacy issues in the developing world.

EDRE676 (1-3)
Topics: _____

Repeatable with different topics in Religious Education. Themes to be covered are announced in the current class schedule.

EDRE678 (2)
Spiritual Nurture of Children

Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required. Meets requirements for Family Life Educator Certificate: Parent Education and Guidance module.

EDRE690 (1-3)
Independent Study: _____

Repeatable to 6 credits. Permission of adviser and instructor required.

EDRE699 (1-3)
Thesis
Master's thesis. Must be repeated to 3 credits.

EDRE799 (1-8)
Advanced Project

This empirically based project should be constructed using sound principles of product design congruent with the candidate's program emphasis and goals. A final written report documents project development and performance.

EDRE860 (3)
Synthesis in Religious Education

A capstone course in which students synthesize their learning experiences by examining the structure of the discipline, discussing its major issues, and reviewing its basic literature. Students make portfolio presentations to demonstrate program competencies. Preferably taken in the last semester before completion of course work.

EDRE870 (1-4)
Advanced Studies: _____

Individual or group studies in a specific area of Religious Education designed to meet the Professional Development Plan (PDP)/goal statements competency requirements. Repeatable. By permission of adviser and teacher.

EDRE880 (0)
Readings for Doctoral Comprehensive Examination

Study and preparation for doctoral comprehensive examination.

EDRE885 (1-5)
Field Work: _____

Supervised religious-education experience for the advanced student's chosen area of specialty such as, family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of adviser and fieldwork coordinator required.

EDRE887 (1-3)
Applied Research

A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication. Course meets the advance methodology requirement for PhD students.

EDRE888 (0)
Dissertation Continuation
Reduced tuition rate applies.

EDRE899 (1-14)
Doctoral Dissertation

Doctoral candidates may not register for a cumulative total of more than 4 dissertation credits until they have successfully completed EDRE888 and their dissertation proposal has been approved. To be repeated to 14 credits.

RESEARCH AND MEASUREMENT

EDRM499 (1-3)
Independent Study

Topic to be selected by advisement. Permission of adviser and instructor required. A contract must be

developed between the student and the instructor. Graded S/U.

EDRM505 (3)
Research Methods in Education and Psychology

A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem; planning, designing, and implementing research; collecting and analyzing data; reporting research.

EDRM604 (3)
Design and Analysis of Educational and Psychological Surveys

Development of questionnaires, scale construction, administration of survey instruments, and data analysis.

EDRM605 (3)
Qualitative Research Methods in Education and Psychology

The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.

EDRM611 (3)
(combines EDRM518, part of EDRM430) *Applied Statistics in Education and Psychology I*

The applications of basic descriptive and inferential statistics to the fields of education and psychology. Data analysis using statistical packages (e.g., SPSS).

EDRM612 (3)
(was EDRM519, part of EDRM430) *Applied Statistics in Education and Psychology II*

The applications of analysis of variance, analysis of covariance, and multiple regression in education and psychology. Data analysis using statistical packages (e.g. SPSS). Prerequisite: EDRM611 or equivalent.

EDRM613 (3)
(was EDRM685) *Applied Statistics in Education and Psychology III*

The applications of multivariate techniques in education and psychology: multivariate analysis of variance, discriminant analysis, canonical correlation analysis, and factor analysis. Prerequisite: EDRM612 or equivalent.

EDRM648 (variable)
Workshop
Graded S/U.

EDRM690 (1-3)
Independent Study: Topic

Repeatable. Permission of curriculum adviser and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.

EDRM710 (1)
(was part of EDRM705) *Seminar in Research Methodology*

An orientation to research methodologies used in the student's academic field as they relate to the student's doctoral research requirements. Graded S/U.

EDRM775 (1-3)
(was EDRM805) *Applied Research Seminar: Selected topics*

Repeatable. The application of selected research methodologies and approaches. Topic to be selected by academic advisement. A contract must be

developed between adviser and student. Graded S/U.			
EDRM880 (was part of EDM705) <i>Dissertation Proposal Development</i> Designing and writing the doctoral dissertation proposal in cooperation with the student's dissertation committee. Graded S/U.	(2)	EDTE389 <i>Work Conference: Topic</i> In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. <i>As scheduled</i>	(variable)
		EDTE438 <i>Workshop: _____</i> Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. <i>As scheduled</i>	(1-3)
		EDTE438 (option) <i>Workshop: Multi-grade/Multi-age Education</i> Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to NAD administrative and curriculum materials designed for multi-age/multi-grade schools. Field experience. <i>Fall, Spring (workshop must be attended Fall)</i>	(1)
TEACHER EDUCATION For enrollment in any EDTE course above 410, the student must be accepted into the Teacher Preparation Program or have permission of the department. All education courses required for certification have a clinical or field-experience component.		EDTE408 (merges EDTE465, 468) <i>Principles of Teaching and Learning (Level)</i> Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Prerequisite: EDTE215. Honors section available. <i>Fall, Spring</i>	? (2)
EDTE110 <i>Basic Reading/Language Skills</i> Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required. Repeatable up to 4 semesters.	(1-2)	EDTE410 (was EDTE354) <i>Philosophical and Ethical Issues in K-12 Education</i> An exploration of philosophical/ethical assumptions underlying different education philosophies. Students analyze educational philosophies from a Christian perspective and study the implications of school law on educational practice. Field experience. Honors section available. <i>Spring (odd years), Summer (even years)</i> .	? (2)
EDTE140 <i>Reading Vocabulary Development</i> Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.	(2)	EDTE416 <i>Individualized Reading Instruction</i> Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. <i>Offered on extension campuses only.</i>	? (3)
EDTE160 <i>College Reading Efficiency</i> Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.	(2)	EDTE417 <i>Teaching Reading in the Secondary Content Areas</i> Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. Field experience. Prerequisites: EDPC302, EDTE408. <i>Spring, Alternate Summers</i>	? (3)
EDTE164 <i>Dynamic Reading Strategies</i> Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.	(1-2)	EDTE418 <i>Teaching Beginning Reading</i> Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience. Prerequisites: EDPC302, EDTE408. <i>Spring</i>	? (3)
EDTE215 <i>Introduction to the K-12 Teaching Profession</i> A basic orientation to the teaching profession in a multicultural society. Includes an introduction to social, cultural, and institutional aspects of American education. Student must take the MTTC Basic Skills Examination during course. Field experience. <i>Fall, Spring</i>	(2)	EDTE420 <i>Literacy Intervention Strategies</i> Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience. Prerequisites: EDPC302, EDTE408. <i>Fall</i>	? (2)
EDTE328 (was EDPC478) <i>Strategies for Educating Exceptional and Diverse Learners</i> An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. Field experience. Prerequisite: EDPC302. Honors section available. <i>Fall</i>	(2)	EDTE424 <i>Classroom Testing and Evaluation</i> Writing instructional objectives; preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. <i>Summer</i>	(2)
EDTE376 <i>Topics: _____</i> Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. <i>As scheduled</i>	(1-3)	EDTE429 <i>Methods for Teaching Secondary School: Area</i> Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Prerequisites: EDPC302, EDTE408. <i>Fall</i>	? (3)
		EDTE457 <i>Elementary Methods: Area</i> Application of principles of effective instruction to specific subjects: Art, Health/Science, Mathematics, Physical Education, Reading/Language Arts, Religion or Character Education, Social Studies, and Art, Music/Physical Education across the curriculum. An introduction to the curriculum of K-8 schools, including unique SDA curricular materials. Field experience. Prerequisites: EDPC302, EDTE408.	? Alt (2)
		EDTE457:01 <i>Elementary Methods: Art</i> <i>Summer (odd years)</i>	? Alt (2)
		EDTE457:02 <i>Elementary Methods: Science and Health</i> <i>Spring</i>	? (2)
		EDTE457:03 <i>Elementary Methods: Mathematics</i> <i>Fall</i>	? (3)
		EDTE457:04 <i>Elementary Methods: Physical Education</i> <i>Summer (even years)</i>	? Alt (2)
		EDTE457:05 <i>Elementary Methods: Reading and Language Arts</i> <i>Fall</i>	? (2)
		EDTE457:06 <i>Elementary Methods: Religion</i> Co-requisite. Student cannot register for both EDTE457:06 and EDTE457:09. <i>Fall</i>	? (2)
		EDTE457:08 <i>Elementary Methods: Social Studies</i> Co-requisite: EDTE457. <i>Fall</i>	? (2)
		EDTE457:09 <i>Elementary Methods: Character Education</i> Co-requisite: EDTE457. Student cannot register for both EDTE457:06 and EDTE457:09. <i>Fall</i>	? (2)
		EDTE457:10 (merges EDTE457-01, EDTE457-04) <i>Elementary Methods: Art, Music, and Physical Education Across the Curriculum</i> <i>Spring</i>	? (3)
		EDTE459 <i>Methods for Teaching Secondary School: Area</i> Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Prerequisites: EDPC302, EDTE408. <i>Fall</i>	? (3)

- EDTE460** ? (1-4) **EDTE487** ? (1) **LEADERSHIP**
 (merges EDTE469, 470) (merges EDTE493, 494)
Reading Practicum: Level *Student Teaching Seminar*
 Observation and supervised instruction with participation in an elementary (K-8) or secondary (7-12) school. Co-requisite: EDTE488. *Fall, Spring*
- EDTE476** ? (1-3) **EDTE488** (5-12) **LEAD630** (2-6)
 (merges EDCI475, 486) (merges EDTE491, 492) *Leadership Seminar*
Methods for Integrating Instructional Technology: Topic *Student Teaching (Level)*
 This seminar focuses on the use of a wide variety of instructional technology and media to support student learning. Repeatable with different topics. Two credits required for initial certification. Prerequisites: EDTE408. May be graded S/U. *Fall, Spring, Summer*
- EDTE478** ? (0) **EDTE499** (1-3) **LEAD635** (2)
Professional Development Seminar *Independent Study:* _____
 This seminar series presents issues of import to K-12 teachers. Students attend a minimum of eight (8) seminar presentations during the Junior and Senior years. Prerequisite: Admission to Andrews University Teacher Preparation Program. May be graded S/U. *Fall, Spring*
- EDTE468** ? (4) **EDTE588** (1-10) **LEAD636** (2)
 (was EDTE468) *Advanced Student Teaching: Level*
First Days of School Experience Instructional and/or supervisory experience in an elementary (K-8) or secondary (7-12) school under supervision. Prerequisites: Admission to Student Teaching. Co-requisite: EDTE487. Graded S/U. *Fall, Spring*
- EDTE484** ? (2) **EDTE630** (1-4) **LEAD637** (2)
Developmental Reading *Seminar:* _____
 Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Emphasis on the teacher as decision maker. Includes whole-language techniques, direct instruction of comprehension strategies, components of the Life Series basals, the reading-writing connection, and practice in writing workshop methodology. Field experience. Co-requisite: EDTE457:05 Elementary Methods: Language Arts/Reading. Prerequisites: EDPC302, EDTE408. *Spring*
- EDTE485** ? (3) **EDTE648** (1-3) **LEAD648** (1-12)
Advanced Methods for Elementary Classroom Literacy *Workshop:* _____
 Methods and materials for literacy teaching in grades K-8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. *Fall*
- EDTE690** (1-3) **LEAD680** (1-12)
Field Project *Fieldwork*
 Designed primarily for MAT students as a culminating experience in their program. Students are expected to make practical application of educational theory. Permission of program advisor and project instructor required.
- LEAD600** (2-6)
 LEAD600-level courses are available for both masters and doctoral programs.
- LEAD630** (2-6)
Leadership Seminar
 Intensive orientation to the program. Focus on leadership concepts, effective instruction, principles of research, and skills relating to the completion of the program. Repeatable to 6 credits. Graded S/U.
- LEAD635** (2)
Individual Development Plan
 Preparation and submission of IDP to faculty for approval. Prerequisite: LEAD630.
- LEAD636** (2)
Issues in Leadership Foundations
 An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in foundations of leadership. Prerequisite: LEAD630.
- LEAD637** (2)
Issues in Research
 An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in professional research. Prerequisite: LEAD630.
- LEAD638** (2)
Issues in Leadership Theory
 An extension of the Leadership Seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in Leadership Theory. Prerequisite: LEAD630.
- LEAD648** (1-12)
Workshop
 Selected learning experiences. Repeatable. Permission of instructor required.
- LEAD650** (0)
Leadership Program Continuation
 Students register each semester after orientation through the 10th semester.
- LEAD680** (1-12)
Fieldwork
 Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required.
- LEAD689** (1-12)
Seminar
 Selected topics offered. Repeatable. Permission of instructor required.
- LEAD690** (1-12)
Independent Study
 Selected topics. Permission of adviser and instructor required.
- LEAD756** (1-12)
Advanced Studies
 Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.

LEAD789 (1-12)***Advanced Seminar***

Advanced topics in leadership. Repeatable with different topics. Permission of instructor required

LEAD886 (1-12)***Internship***

Under supervision of a faculty member in leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Graded S/U.

LEAD888 (0)***Dissertation Continuation***

Reduced tuition rate applies.

LEAD899 (1-14)***Doctoral Dissertation***

Graded S/U.